

PSSA TEXT-DEPENDENT ANALYSIS ESSAY SCORING RUBRIC

	FOCUS The single controlling point made with an awareness of task about a specific topic.	CONTENT The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	ORGANIZATION The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.	STYLE The choice, use and arrangement of words and sentence structures that create tone and voice.	CONVENTIONS Grammar, mechanics, spelling, usage and sentence formation.
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth understanding of the text(s) Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose 	<ul style="list-style-type: none"> Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions 	<ul style="list-style-type: none"> Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events 	<ul style="list-style-type: none"> Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s). Strong organizational structure that effectively supports the focus and ideas 	<ul style="list-style-type: none"> Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient understanding of the text(s) Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose 	<ul style="list-style-type: none"> Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions 	<ul style="list-style-type: none"> Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events 	<ul style="list-style-type: none"> Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas 	<ul style="list-style-type: none"> Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task demonstrating partial understanding of the text(s) Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose 	<ul style="list-style-type: none"> Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions 	<ul style="list-style-type: none"> Inconsistent use of transitions to link ideas Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events 	<ul style="list-style-type: none"> Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) Weak organizational structure that inconsistently supports the focus and ideas 	<ul style="list-style-type: none"> Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> Minimally addresses part(s) of the task demonstrating inadequate understanding of the text(s) Minimal reference to the main idea(s) and/or relevant details of the text(s) 	<ul style="list-style-type: none"> Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions 	<ul style="list-style-type: none"> Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) 	<ul style="list-style-type: none"> Minimal evidence of an introduction, development, and/or conclusion Minimal evidence of an organizational structure 	<ul style="list-style-type: none"> Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Grading Formula: $(50 \times \frac{\text{points earned}}{\text{possible points}} + 50) = \text{ \% }$